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Material for experience is not wanting; opportunity for practice is abundant.

Schools are a necessity. Training-schools in the past thirty years have, as we have seen, done much for hospitals. But they have done more than this. What a blessing have trained nurses been in the homes of the rich and in the hovels of the poor! Who can estimate the good done in almshouses, tenement houses, schools, college settlements, in missions, and in the army? Let us not forget the hundreds of children who have better mothers because those mothers were first nurses, then wives and mothers.

Wherever we turn we see the fruits of the labor of the trained nurse. This school has in its thirty years given nurses to all branches mentioned. It has been very abundant in good works. May its future far exceed its past! May each year's work be crowned with additional glory?

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## THE SHORTCOMINGS OF THE TEACHINGS AND METHODS OF THE PRESENT TRAINING-SCHOOLS FROM THE STANDPOINT OF THE GRADUATE NURSE ENGAGED IN INSTITUTIONAL WORK \*

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IN all professions and scientific pursuits there is to-day a decided movement towards specialized work, also towards a more general culture of the individual.

The need of such movement in our profession has been felt by many nurses, more particularly, perhaps, by those engaged in institutional work.

These nurses, the actual teachers of nursing, have not only desired, but have striven for, a high standard in the profession and higher education in the women who enter it.

With the present great demands on their time, strength, and mind they realize the impossibility of attaining by study or any other method the varied knowledge now necessary to come up to the teaching they themselves have striven to provide for their pupil nurses.

It is becoming manifestly impossible that one woman can be or do all that is increasingly demanded of the nurse by the world at large and by those of her own profession.

Therefore it seems illogical to try to teach every nurse all that is included in our profession. The general teaching—the foundation, as it were—must be the same and must be thorough.

If the increase in the variety and scope of work undertaken by nurses be as great in the next as it has been in the past few years, there must of necessity be some division made along very definite lines. Yet our nurses—as taught now—could not be prepared for specialized work, for the knowledge sought to be instilled is too diffuse, too superficial.

While the general training must be the same, could there not also be some teaching in definite branches of the profession given while the nurse is under the direction and control of her superintendent, who could aid her choice of a special vocation? Otherwise we rely on the spasmodic effort of the nurse after graduation to find her own work and to fit herself for it, often by sad experience, if, indeed, she be fortunate enough to find it.

Should we not be prepared to lead the individual mind, rather than to insist on all nurses taking the one general course. The necessity, however, for a true balance must not be forgotten, for specialized work may be very narrow unless this tendency be corrected by study in other branches.

The deficiency of the present system is apparent in the slight appreciation of cleanliness, in inattention to detail, dislike of domestic as compared with purely professional work, decrease in personal enthusiasm over work and in loyalty to superior officers. Also in there being no aim beyond that of graduating. Individual study and research is almost unknown. Of this much is probably due to the need felt by the nurse of a large superficial knowledge, that she may pass in all subjects sufficiently well to graduate. Much is also due to the lack of teachers, of directed study, and of incentive to careful study and work. Also must be included the placing of undergraduates in charge of wards when insufficiently prepared for such responsibility, and the little time that can be spent in teaching by head nurses, graduate or pupil, if they satisfactorily perform the other duties of their position.

To remedy this, at least in part, women intending later to enter the nursing profession should have some preparatory course. For this a preparatory school has been suggested. This, for women not college-bred, would be a great help. But the idea is, after all, a narrow one. Why should not every college for women add such a course to its curriculum, the course to be elective and a degree given to those women meeting satisfactorily the requirements of the faculty?

Colleges are already well equipped, are known and recognized as teaching centres, the chief advantage, possibly, being the diversity of

thought and method induced in this way. Progression follows from friction in thought, not from a calm acceptance of the same idea by all.

Then the existence of other studies and amusements tends to a more normal grasping of the professional idea than could be obtained in the preparatory school. With this groundwork the college woman may live some years at home, and be better prepared by the advantages of such social experience for her later hospital work.

The woman from the preparatory school is already prejudiced by a year of work and study of one character; then comes for three years more of the same instruction combined with more arduous work. All applicants should be, on entrance, required to pass an examination at the hospital before the applicant is admitted as a pupil nurse.

In the educating of our nurses we might also bear in mind the definition of a cultured woman lately given, "a woman of quick perception, broad sympathies; responsive but independent; self-reliant but deferential; loving truth, but also understanding moderation and proportion."

One of the essentials of culture to-day is "a general knowledge of many things, and a real mastery of one or two."

That dexterity in manual labor increases the mental activity and power is very generally recognized. It has been said that "an educated man is governed by two passions, one for knowledge, one for being of service, of doing good." In our profession both knowledge and service are needed.

In the present reaction to the unnecessary manual labor of the past we have eliminated too much from the instruction of our pupils, and this so far is not replaced by theoretical work. Would not a rational amount of practical domestic instruction be of value to the nurse, particularly if she intends to fit herself for institutional work?

Intellectual study or work is just as important; it is a stimulus to mental power, an absolute necessity of normal intelligence.

A regular course of graded study and the election of study in the third year towards some definite aim would be of benefit. With the increasing variety of work, choice of the branch to be pursued must be made sometime. Could it not, to some extent, be made while the nurse may have opportunity of study in the line chosen under competent instruction?

The second year's examination should determine the work of the next year. Only those nurses attaining a definite high percentage should be eligible for head nurses or for other positions of responsibility in their third year.

All nurses who pass the third year examination, however, must be considered as graduates of equal standing. The profession seems to divide into three classes:

Institutional: the organizing and progressive.

Teaching: the student and writer.

Private nursing: the actual care of the sick.

Some special preparation for each class should be accorded the nurse in her last year of training. This as well as the more general instruction, both practical and theoretical, given to all should be by competent and regularly appointed teachers. They should be required to study continually in advance of the teaching desired, and must have time for this purpose. They should hold regular small clinics in the wards for theory and practice.

Head nurses should have charge of the administration of their wards in every particular, including care of their patients and the conducting of the nursing service. This comes under the direction of the superintendent of nurses and her assistants. Head nurses should have advanced study, but in keeping with their profession. They should teach small classes under direction of the teacher, each head nurse being given a definite subject to teach, and preparation in that required of her.

Lectures by the medical profession are necessary, but should be by men not merely of ability, but of progressive thought. Lectures are sometimes a little deficient in this. They ought to be given, however, so that our work may be in harmony with that of the medical profession.

Lectures by the heads of the various hospital departments on their work would be of value.

The superintendent of the training-school, now superintendent of teaching as well as of nursing, could lecture on professional ethics and other questions of the day, so giving her nurses a higher conception of the work they have chosen.

While three years have to be devoted to professional matters, the social life of the school should be thought of and directed. For this purpose the superintendent, her teachers, and head nurses should combine, and with them the officers of the class societies, so that all nurses would not merely have a part in but feel responsible for the social life of their school.

The religious element should be considered too, for both religious and social life help in the formation of character.

Such an effort on the part of a school and its officers would tend to a high standard of personal and professional honor, also to a more natural life during the hospital training, which would surely give a broader view and a better knowledge of their own profession.